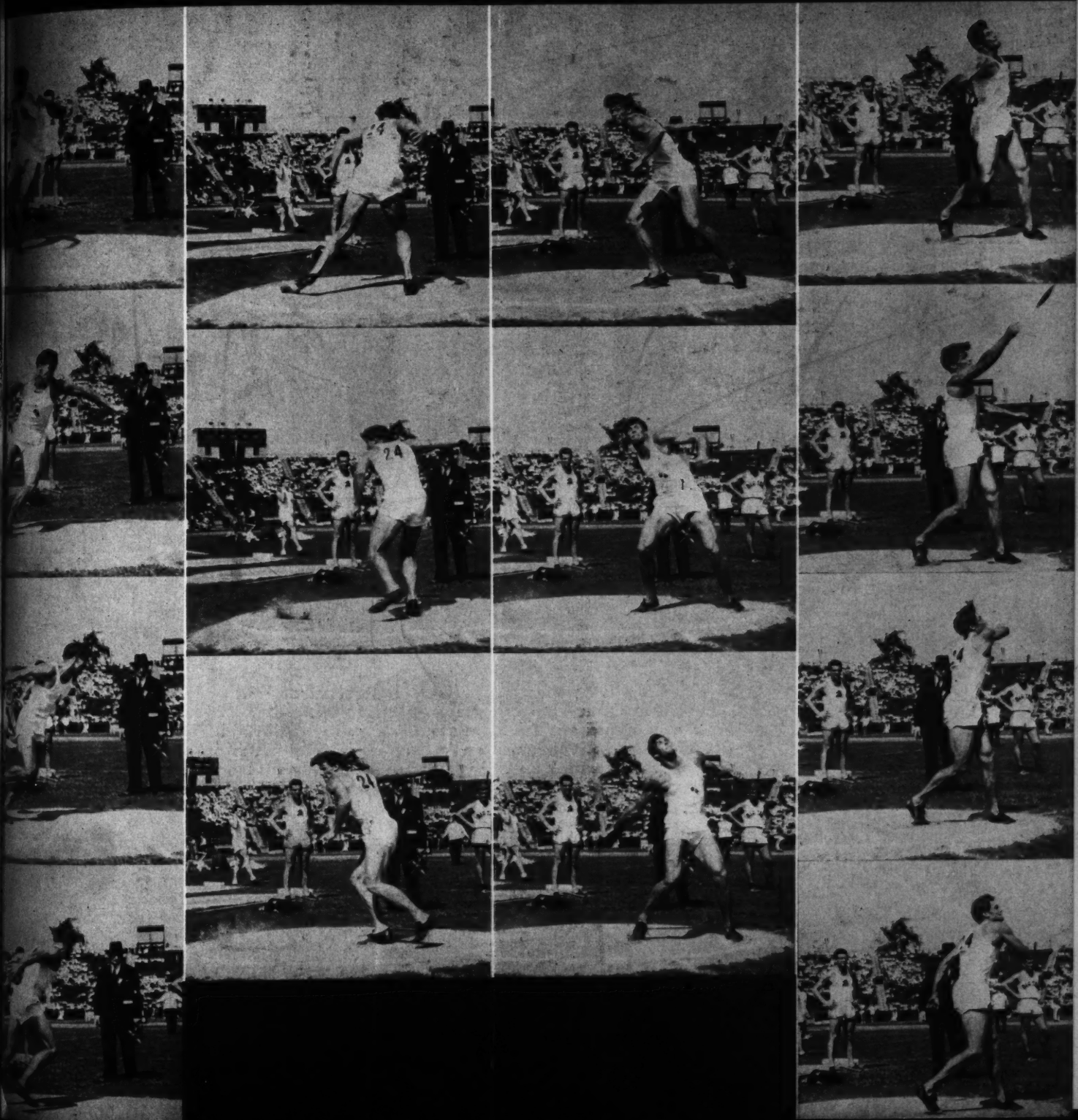
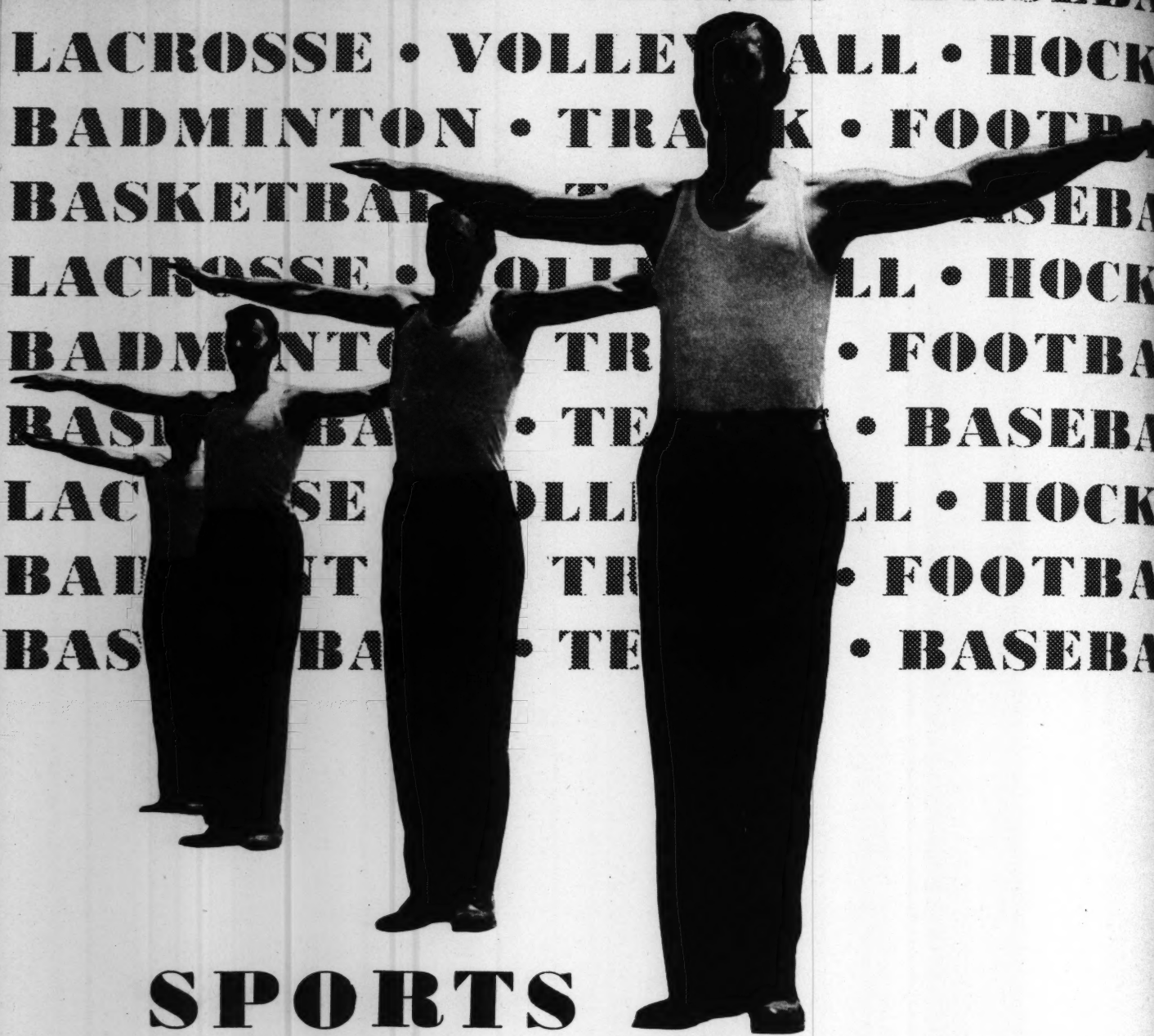


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Already we know that the percentage of physically fit young men in America, at the beginning of this war, was lamentably low. Too many American boys were rejected on their *first* physical examinations.



Physical fitness must be a high ideal of our youth—on sand lots and play fields, in schools, colleges and universities—from now on.

There must be more golf, tennis, baseball, softball, football, basketball, etc.

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SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications to SCHOLASTIC COACH, 220 East 42nd Street, New York, N. Y.

G. Herbert McCracken, publisher.
Subscription for the United States and Canada, \$1.50 a year. Foreign \$2. Back issues: 25 cents, current volume; 50 cents, previous volumes. All correspondence concerning subscriptions and circulation should be addressed to Circulation Department, 430 Kinnard Ave., Dayton, Ohio.

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447



Translated from the German

A CAPTURED German dispatch, during the last war, is revealing—and just as true today. We quote from March 1943 *The American Rifleman*: "The high percentage of captured Marines wore 'Marksman,' 'Sharpshooter,' or 'Expert Rifleman' badges. This proves the quality of the marksmanship training which these men have received—and the emphasis they place on it. Their marksmanship is remarkable. Once they had broken through our left flank, they settled down behind rocks—and their rifle fire broke up every counterattack we launched!"

If you expect to join our armed forces, start learning as much as you can about rifle shooting NOW! For knowing how to handle a rifle can help you *get ahead faster* in the Services, and—it may save your life. Read this letter, typical of many:

"Last year we had 45 students in our (rifle) club, and many have gone into military service. Practically every one has benefitted from his training with us by qualifying as an Expert Rifleman."

Director of Athletics, Ohio.

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This program is intended to train the maximum number of our citizens in the use of small arms. It is invaluable to civilian defense units, guards, etc., and to all prospective service men. For in this war, even quartermasters, signal corps and cooks are armed—and must learn how to shoot. And the basic principles of aiming and trigger release are the same for riflemen, artillerymen, pursuit pilots and bombardiers.

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THE PERFECT GYM FLOOR SEAL AND FINISH



SCHOOL MEN may "hang up their uniforms" this month with a feeling of deep satisfaction. They've turned in a good "game." Back in September, they took possession of the ball with no definite plans. The pressure was great. There was a war going on. All our resources were being mobilized behind the war effort. They couldn't kick — they had to advance the ball. In plain words, it was up to them to prepare our teen-age boys for the war.

They've done this job well over the past ten months. They've worked no miracles. The obstacles were too great. But they have pushed on down the field.

The greatest impetus has come from the High School Victory Corps. Last September, this was just one of those plays that "can't miss" — on paper. Today about sixty percent of our schools are using it in their systems. Millions of boys and girls are receiving special training for war service and actively participating in their community's war effort.

The nature of the VC needs no recounting. But there is a point that could stand some clarification. As you know, the VC embraces the broadest, most intensified physical fitness program in the history of education. Sports, gymnastics, rough-and-tumble activities, calisthenics, and other basic conditioners all have their place in this program.

Yet there are men who look upon the program as glorified "muscle jerking," a contemptuous label for formal calisthenics. They honestly think our wartime fitness program is all "muscle jerking" and no sports.

This, of course, is preposterous. Just a casual examination of the program makes this clear. The men who framed the program are the most sports-conscious educators in the nation. There are Colonel Ted Bank and James E. Pixlee, for example. Competitive sports have no stronger boosters. At every fitness conference of note, you will find them espousing the cause of sports.

We need sports and we need the more formal conditioners. A judicious combination of both yields the best results. A purely regimented calisthenic and conditioning pro-

gram will not turn the trick. Even Germany and Japan, erstwhile exponents of formal calisthenics, learned this. They've scrapped their old ideas for a more competitive system.

CONSIDERING the values of competitive sports we say that, wherever possible, you should go ahead with your interscholastic programs. It definitely is not unpatriotic, as a few calamity howlers would have you believe. If Uncle Sam thought it were, he would put an end to it tomorrow.

It seems to us that sports are being encouraged. Last September there were three big drawbacks to interscholastic sports: (1) Loss of coaching personnel, (2) difficulties in transportation, and (3) lack of equipment.

These are still problems, of course, but the government attitude the past year has been encouraging. In the matter of transportation, for example, definite concessions have been made to athletic administrators. In many states, they are allowed extra gasoline for necessary driving.

The equipment problem has also been slightly alleviated. At first, it was thought that shoe rationing would play hob with our sports programs. But an OPA directive made it clear that schools would still be permitted to furnish shoes to athletes without requiring the boys to relinquish ration stamps.

Most recent concession by the War Production Board has been authorization for the manufacture of iron and steel gymnasium equipment for programs approved by the U. S. Office of Education (Physical Fitness Through Physical Education for the Victory Corps and Physical Fitness for Students in Colleges and Universities).

The items of equipment approved include: Climbing poles and ropes; parallel, horizontal and stall bars;

flying and traveling rings, horizontal ladders, basketball goals, and volleyball standards.

Before the equipment manufacturer can accept an order for these items, he must be given a signed statement certifying that the equipment is for the VC fitness program.

THAT an interscholastic program is worthwhile, few will question. That it can be carried out in these times, may be debated. We believe it can — with careful planning.

Elaborate intersectional schedules are out, of course. But they were never necessary in the first place. Schedule makers will have to stick closer to home. They will have to consider carefully every possible form of transportation, time schedules, etc. If there aren't enough neighbors to draw up a schedule of single games, there is no reason why home-and-home games cannot be booked.

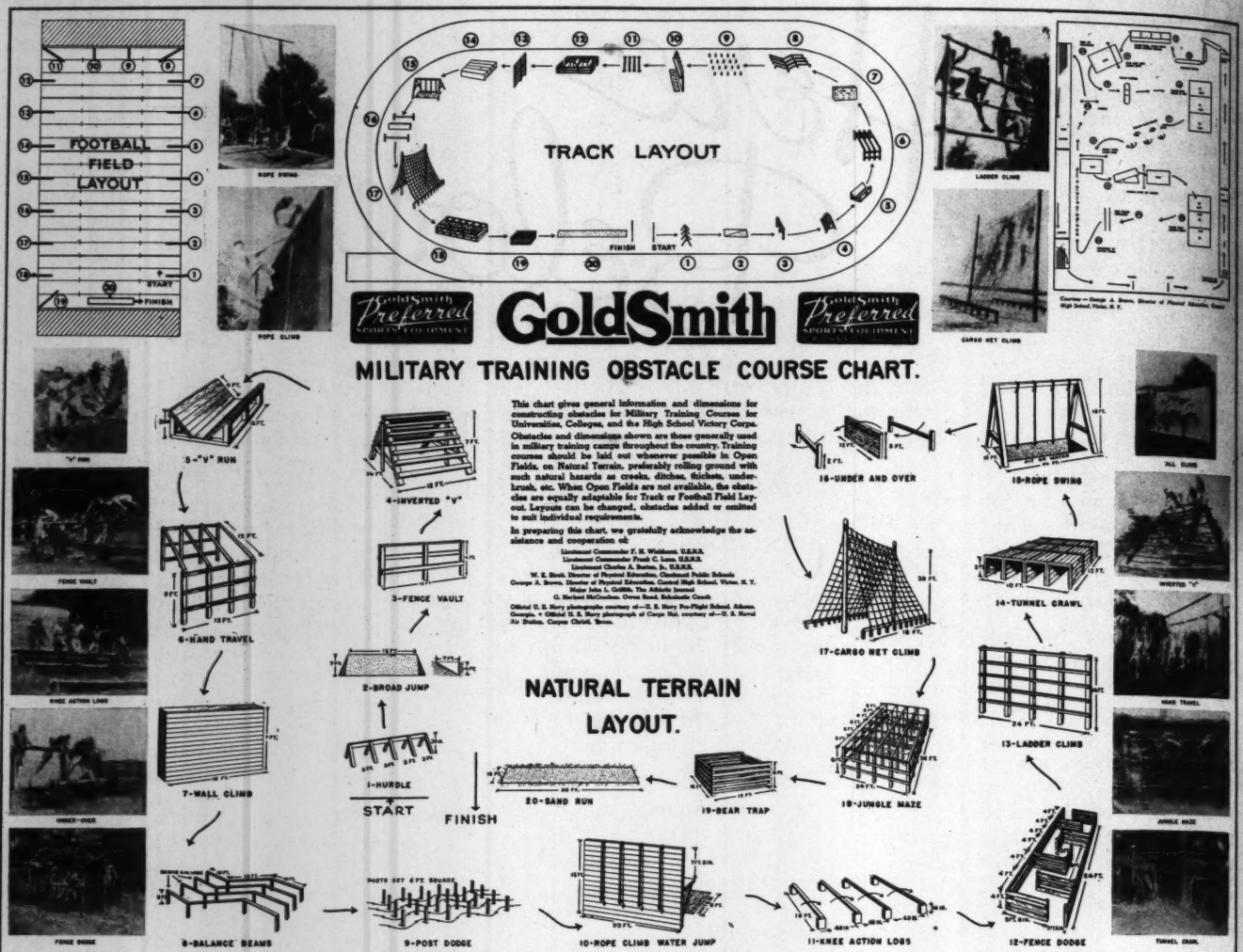
The basketball schedule makers last season showed what could be done in a war year. Of the 43 state championship tournaments normally conducted, 32 were held this year. Eleven states were forced to cancel their championships. But in several of these, district or area tournaments were held. Only four of the 32 states holding a championship reported decreases in attendance; 27 showed increases ranging from one to 40 percent!

We hope football does as well in the fall. Prospects are bright. From statistics based on the 1943 season, it would seem that only about eight percent of the football-playing schools will give it up next fall.

There is nothing to indicate an alarming decrease in the number of participating schools. The greatest difficulty is being experienced in several of the southern and mountain states where distances are great and train connections scarce. By September, the situation may change. But until then, there is no cause for undue pessimism.

ONE thing we must do is stick by our guns. We know interscholastic sports have value. So let's not apologize for running a program, as some of us have been doing; or getting panicky and tossing overboard all interscholastic competition.

Here Below



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THE P. GOLDSMITH SONS, INC. DEPT. MTC CINCINNATI, OHIO, U. S. A.



So. Pasadena

Glendale

Burbank

Hoover

Pasadena Jr. Col.

A SECTIONAL PHYSICAL FITNESS PENTATHLON

By Seth F. Van Patten

This report was prepared by the athletic office of the California Interscholastic Federation, Southern Section, under the direction of Seth F. Van Patten, commissioner of athletics.

LAST March the Southern Section of the California Interscholastic Federation was asked to assist in a diagnostic test of the California Physical Fitness Pentathlon, one of the more interesting innovations in the state's wartime physical education setup.

The Pentathlon consists of five events, each of which is chosen from a parent group. The five master groups include;

Group 1: Standing Broad Jump or Standing Hop, Step and Jump—for power, coordination, strength, flexibility of legs and body, and balance.

Group 2: Pull-Up (chin), Rope Climb (15 or 20 feet), or Push-Up—for strength of the arms and shoulder girdle.

Group 3: 150-, 220-, or 300-Yard Run—for endurance and speed. The times for a 75- and a 150-yard run may be combined to predict performance in the 300-yard run.

Group 4: Bar Snap for Distance or Bar Vault for Height—for agility, coordination and body control by the arms, and balance.

Group 5: Frog Stand, for balance and strength of arms and shoulder girdle; Sit-Up, for abdominal strength and body flexibility; Burpee Test, for agility and large muscle coordination.

Five conveniently located high schools (Burbank, Glendale, Herbert Hoover of Glendale, Pasadena Junior College Lower Division, and South Pasadena), ranging in size from 1100 to 2200, were chosen to participate in the demonstration.

Representatives from the five schools met in conference and agreed upon the details and regulations. The five events chosen were: The rope climb (15 feet), the Burpee test*, the sit-up, the standing hop, step and jump, and the 300-yard run.

Competitive tests

It was agreed that insofar as possible every boy in the five schools would be tested in each of the events during the week of May 3 to 7. It was further agreed that on Wednesday, May 12, the boy in each school with the best mark in each event would be brought to Herbert Hoover for a final competitive test.

It was understood that the demonstration would be taken as a gauge of the program's worth. If the results did not seem to justify the time, work, and effort put into the program, then the whole program would be abandoned. If a change of events or of the method of scoring any event seemed desirable, that change would be effected.

*Upon command to begin, subject flexes hips to squat-rest position, leans forward, and places hands on floor in front of feet. He then thrusts both legs backward to front leaning-rest position. He returns to approximation of squat-rest, then to stand; repeats movement as rapidly as possible.

The details were left to the individual school. The schools reported that about 90 percent of their student bodies were tested on all five items.

At Herbert Hoover, the testing was executed in each gym class. Every boy competed in each event. They were grouped in threes. In the hop, step and jump, two measured and recorded, while the third took the test. The instructor timed the rope climb, with the boys doing the recording. The 300-yard event was run off in threes.

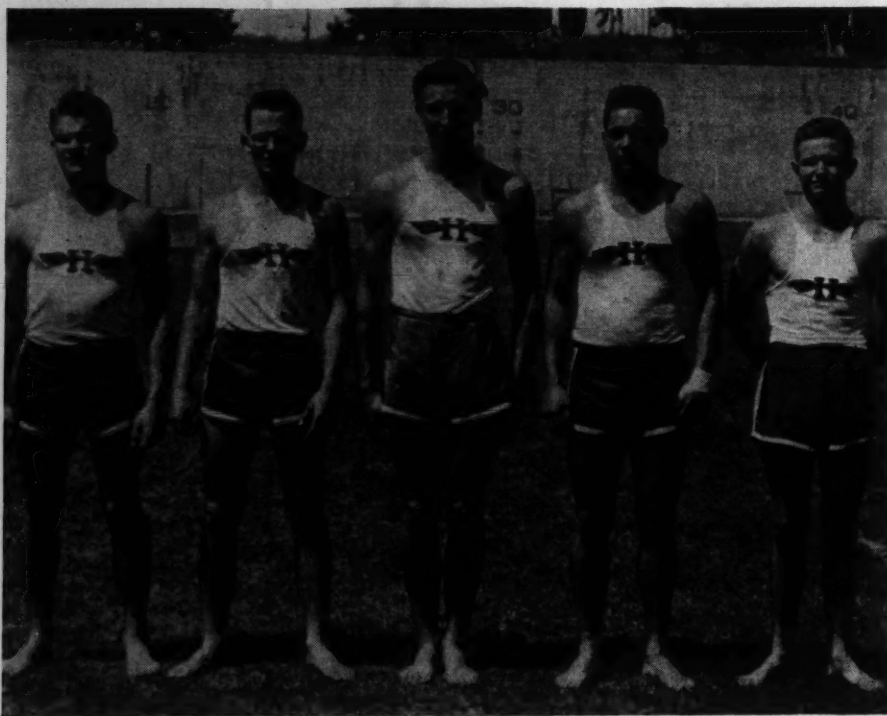
In the sit-up, one boy took the test, the second held his ankles, while the third held his closed hand on the ground so that the contestant touched it with his shoulder as he lowered his trunk backward. The complete sit-up was done to a six-second rhythm.

The instructor timed the Burpee; one group took the test, another counted and the third group recorded the number of completed Burpees in 20 seconds.

The scores of every boy were recorded on his athletic agility card and averages computed for the class. The points scored determined one quarter of the student's grade.

After the scores were tabulated, the best boys in each event from each gym class met to determine the school's representatives in the final Pentathlon.

On May 12, the five schools sent their winners to Herbert Hoover High. Marshall E. Wilson, of the



Herbert Hoover's champions, left to right: Bob Murray (hop, step and jump), Bob Carter (rope), Fred Jacobs (300-yard run), Dave Buell (Burpee), Bob Driver (sit-up).

CALIFORNIA PHYSICAL FITNESS PENTATHLON

HOP, STEP AND JUMP

Name	Affiliation	Record	Place	Pts. Scored
Murray	Hoover	27 ft. 11 in.	1	100
Maine	Burbank	27 ft. 2 in	2	96½
Cruickshank	Glendale	26 ft. 7½ in	3	93½
Jesson	Pasadena	22 ft. 6 in.	4	68½
Allen	So. Pasadena	22 ft. 5 in.	5	68

ROPE CLIMB

Riley	Burbank	2.4 sec.	1	99
Carter	Hoover	2.8 sec.	2	96
Martin	Pasadena	3. 1 sec.	3	93
Wimpress	Glendale	3.4 sec.	4	90½
Flohr	So. Pasadena	4.2 sec.	5	83½

300-YARD RUN

Heck	Burbank	32.8 sec.	1	99
Martin	Pasadena	33.0 sec.	2	98
Jacobs	Hoover	34.5 sec.	3	91
Myerscough	Glendale	35.8 sec.	4	85
Zeledon	So. Pasadena	36.3 sec.	5	83

SIT-UP

Driver	Hoover	200	1	100
Morris	Burbank	169	2	100
Emerson	Pasadena	129	3	100
Wagnon	Glendale	116	4	100
Russell	So. Pasadena	24	5	44

ARMY BURPEE

Buell	Hoover	13¼	Tie	89
Hall	Glendale	13¼	Tie	89
Wimer	Burbank	12¼	3	78
Jones	Pasadena	11½	4	70
Johnson	So. Pasadena	11¼	5	68

host school's physical education staff, served as director of the competition, while physical directors from the other schools acted as officials and timers.

The team results were as follows, based on a perfect score of 500:

Herbert Hoover	476
Burbank	472½
Glendale	458
Pasadena	429½
South Pasadena	346½

The individual break-down is shown in the accompanying table.

The results of the sit-up test indicated that the established norms were not properly standardized so that a valid score could not be obtained. If the tests are continued, new norms will have to be established or the event replaced.

The Representatives of the five schools expressed complete satisfaction with the interest displayed by the boys. They are all of the opinion that the activity can be developed into an outstanding intramural event. As an interscholastic contest, it may be built up to rank with gymnastics, wrestling, tennis, track, and other sports which accentuate individual performance.

Pentathlon in physical education

In the individual physical education program, the Pentathlon is administered once or twice a semester so that both student and instructor may note improvement and plan a course of action.

The Cozens, Trieb and Neilson classification plan* is used. This combines the factors of age, height and weight in the proportion of 2A (age in years) + .475H (height in inches) + .16W (weight in pounds). A system of exponents determines the pupil's competitive class. There are six classes for junior and senior high school boys.

This plan has been adopted by the High School Victory Corps in its intensified physical education setup, and may be found in the special VC physical education manual. The plan was outlined in *Scholastic Coach* last January ("Tests, Measurements, Standards," p. 22), and also appears in the California State Department of Education bulletin entitled, *The California Physical Fitness Pentathlon*, which may be obtained for 15c by writing to the State Department of Education, Sacramento, Calif.

*Cozens, Frederick W., Trieb, Martin H., and Neilson, N. P.: *Physical Education Achievement Scales for Boys in Secondary Schools*. New York: A. S. Barnes & Co.



Starting a Rifle Club From Scratch

By William H. Keister

This is the second of two articles on the high school marksmanship program by W. H. Keister, head of the science department at Oakmont, Pa., High School and a life member of the National Rifle Association.

STARTING a marksmanship program is simple. No elaborate preparation is needed. If you have a range and a teacher to sponsor your club, you may start any time you choose. There is a plan waiting for you which you may obtain by checking the coupon on page 20. This will affiliate your club with the National Rifle Association.

Insofar as trained instructors are concerned, your school will fall into one of two classes—the "haves" or the "have nots." The "have" schools have one or more teachers with various degrees of marksmanship training. The "have nots" have no such personnel. Most schools are in the "have not" class, and it is at this group which this article is aimed.

The idea of a marksmanship program need not be abandoned for lack of an experienced sponsor. The Instructor's Course (which will be sent to you upon receipt of the coupon on page 20) will qualify any teacher for sponsorship, regardless of previous experience.

Any good teacher can complete this course in ten hours study. He may then write the answers to the examination questions, send them to the N. R. A., and receive the Probationary Instructor's Certificate which is good for three months. At the end of this period, he or she may obtain the full Junior Instructor's

Certificate by submitting a report of instruction activities. A minimum of 100 pupil-hours (number of pupils multiplied by number of training hours) is required.

The procedure should be as follows: Select a teacher who can devote the necessary time and study to the project. Relieve him, if necessary, of less vital chores. The instructor may be of either sex. Some of the best junior instructors are women.

Whether man or woman, the instructor must be a good disciplinarian. If there is one place where "horse play" cannot be tolerated, that place is the rifle range. It's too dangerous. At the same time, the instructor must be patient and sympathetic, able to inspire the pupil to master himself.

Student aides

After selecting your instructor, supply him with the manuals and aids furnished by the N. R. A. (These will be sent when you return the coupon on page 20.) The instructor is then ready to go to work. Several of the superior students may also be furnished with manuals so that they can pursue the course with the teacher and act as assistants when the firing school is opened.

If there is an N. R. A. rifle club in your community, valuable help and advice may be obtained from some of its members. Care must be exercised in the selection of these ad-

visers. Volunteers may not always be desirable. The best marksman in the club may be the poorest coach. He may prove more intent on showing off his own skill than in developing skill in others.

A person who knows the rules and follows them, who is willing to help in an advisory way, recognizing the authority and responsibility of the school, is the kind of person who will be most helpful.

When the instructor and student assistants have completed the course, you are ready to organize a "Small Arms Training School." You will have received from the N. R. A. the application form and instructions for the organization.

In your first school, do not enroll more students than you have time and facilities to handle properly. Four pupils per instruction period for each assistant instructor is enough. Remember, the future of your project will depend largely on the success of your first class. Enroll first the boys who will soon enter the armed services; then, if there is room for more, the girls and the younger boys. It should be your aim to provide eventually facilities to train all who wish to take the course.

In the Small Arms Instruction Manual, the course is worked out in detail. It should be followed to the letter. The course, as given in the manual, is divided into six two-hour periods. In most schools it will not be possible to have periods of that length; and, for the younger



Left: Girls' rifle team of Roosevelt High School, Los Angeles, practicing on their neat range in the school basement. Overhead and side reflectors supply excellent illumination, while a target carrier system speeds up the operation of the range and eliminates the need for the shooters to advance beyond the firing line to change targets—a vital safety factor.

SCHOLASTIC INTRAMURAL RIFLE TOURNAMENTS GENERAL CONDITIONS

(For entry blank, see announcement on page 20)

Rifle—Any .22 caliber rifle firing rim fire cartridges may be used. The rifle may be equipped with shooting sling or other attachments except telescopic sights.

Distance—All firing shall be done at a distance of 50 feet measured from the firing line to the face of the target.

Targets—Any official N. R. A. 50-foot target may be used. (The use of the five bull's-eye target printed on special tag board is recommended.)

Sighting or Practice Shots—May be permitted at the discretion of tournament officers. Any number of such shots may be permitted provided each shooter is allowed the same number of shots.

Qualifying Round—Prior to actual tournament firing each contestant will fire five shots on a qualifying target. Only those scoring 35 points or more will be entered on the draw-sheet and participate in the tournament.

Use of the Draw-Sheet—The names of qualifying shooters will be entered on the draw-sheet according to their qualifying scores. (The name of the shooter with the highest qualifying score in the space numbered "1.", second highest in the space numbered "2.", etc.) Each shooter fires against the opponent whose name appears in the same bracket; only the winners continue firing.

Number of Record Shots—In the qualifying round—five shots per shooter; in the first and second tournament rounds—10 shots per shooter; in the quarter-final, semi-final and final rounds—20 shots per shooter. If less rounds are necessary due to a small number of contestants, the last three rounds will still be of 20 shots each. If additional elimination rounds are required such rounds may be of 10 shots each.

Position—All firing will be done in the prone position.

Scoring—The values of the scoring rings are printed on the target. As long as the leaded edge of a shothole as much as touches a scoring ring, it is given the value of the higher count—that is, a shothole just touching the line which divides the eight and nine rings would be scored as a nine. It is not necessary for the hole to extend into the scoring area or to even break the dividing line.

Disqualification—Any contestant purposely breaking the rules of the tournament or flagrantly disobeying safety rules may be immediately disqualified.

Tournament Results—The names of all winners receiving the award must be reported to Scholastic Coach, using the return addressed card enclosed.

(Condensed from the N. R. A. Official Small Bore Rifle Shooting Rules)

students, the two-hour period is undesirable. But the course is arranged so that it can be divided into almost any number of sessions. Forty to sixty minute periods would seem to be about right.

One great advantage of the course is that the students are taught to instruct while they are being taught to shoot, so that, as each class is graduated, it is possible to select several more good assistant instructors from the graduates.

In the course, only basic principles and fundamentals will be taught. Hence, for the course to be of greatest benefit, you must provide special practice periods for your graduates. Remember, however, that all firing must be under the supervision of the faculty instructor. Ammunition must not be wasted, and all safety rules must be strictly enforced until they become fixed habits.

Try, then, during what remains of the present term, to select your instructor and assistants, to get your club organized and affiliated with the N. R. A., to build your range and procure your equipment. You will then be ready to start your first basic training school when the new term opens in September.

As a suggestion for locating a suitable site for your range, call a meeting of the school Hiking Club, Boy or Girl Scouts, and Sketching Club. Give them the specifications for the ground required. Some of this group may be able to tell you at once just where to find the place you are looking for. (Directions for building the range may be found in Mr. Keister's article last month.)

Unlike most of the other pre-induction courses now being introduced into our schools, this one is no longer in the experimental stage. The N. R. A. has been conducting a junior program for seventeen years and they are willing, even anxious, to give you the benefit of their long experience. You need only ask for it.

Do not delay. Get started at once. You will not only contribute immeasurably to the striking power of our armed forces, but you will further a clean, healthful, wholesome sport.

GYM LEADERS MAY BE TRAINED

By H. Buxenbaum and E. L. Riley

Where there is activity, there are leaders; a plan for separating the chaff from the wheat

Behind this plan for training student gym leaders lie 20 years of practical teaching experience; 11 of which were put in by Harris Buxenbaum as director of physical education at Marathon Central High School and nine by Edson L. Riley as chairman of the department of education at East Junior High School, Binghamton, N. Y.

IS YOUR physical education department one of the many which are operating with a skeleton staff? Is your program suffering because of it? Are you doing anything to solve the problem?

Well, why not try student leaders? Why not give your outstanding boys a chance to develop their natural leadership qualities?

The idea is educational in every sense of the word. For the boys, it offers a splendid means of learning the meaning of responsibility and of bearing it. For the school, it means more efficient programs. The added staffing is a boon in itself and at the same time serves to release the regular teachers for more organizational work.

Wherever there is activity, there are leaders. But the task of separating the "chaff" from the "wheat" is not always easy. Many boys with good leadership qualities are, to use another metaphor, "born to blush unseen."

What can you do to avail yourself of this potentially useful material? The authors recommend the following plan, evolved through trial and error over a period of 20 years.

Preliminary procedures

The first day of gym we issue an invitation to every boy to attend leaders' tryouts after school. Also requested to report are leaders of the previous semester. The new candidates are given a simple strength and skill test involving arm, trunk, and leg exercises synthesized with the techniques of a seasonal sport.

The test consists of: pull-ups, push-ups, jump and reach, sit-ups, and one-minute basketball throw for goal.

The established leaders do the scoring, which is simple enough to require little supervision. One point is awarded for each push-up (on parallel bars), pull-up (on horizontal bar), sit-up, inch jumped (measured against wall), and goal made.

A one-minute mental quiz of gen-

eral sport questions reveals the candidate's athletic interests and knowledge; while a final personal interview helps determine his personality and general interests.

Here is the type of sports quiz we give:

1. How many players on a soccer team?
2. How many downs does a touch-football team have to make 10 yards?
3. Who is the only man that can score in handball?
4. Ball on the line is good or out in volleyball?
5. A field goal in basketball counts how many points?
6. A base runner may leave his base in softball as soon as the ball leaves the pitcher's ———?
7. How many yards are there in a quarter mile?
8. How heavy is the eight-pound shot?
9. Who won the 1940 World Series?
10. Who is the present heavy-weight boxing champion of the world?

Boys accepted as trainees are notified through the bulletin board; those rejected are informed through the same channel of the reasons for their rejection.

After the initial call for candidates, a check is made to make certain there are enough boys to establish a ratio of one leader to every eight boys in each class. Individual invitations are then issued to whatever promising boys did not answer the first call. There are always a few natural leaders who need this personal solicitation. A boy is allowed only one tryout a semester.

After this second group has been tested, we are ready to work with a tentative list. Ordinarily we include an extra leader in each class to allow for any "casualties" along the way.

Scholarship records bear little upon our selections. As long as the applicant is making a maximum classroom effort, he is deemed eligible. Once a boy is accepted, suspensions because of scholarship deficiencies are made only where there is evidence of a lack of effort.

Guidance counselors and former teachers certify the boy's community spirit. Poor citizens within a leaders' group undermine the mo-

rale and efficiency of the entire unit.

A further cut is made of those who are unable to get their parents' written consent to attend all Leaders Club activities. This eliminates the boys who cannot participate in after-school intramurals and other activities.

When the complete leaders' list is posted and the date and time for the first Club meeting announced, the organization is ready to start its training program.

Training program

The training begins immediately and continues as long as the boy is a member of the Club. Ninety minutes a week are set aside for training: A 30-minute business meeting followed by an hour of organized activity.

Just as in the armed services, certain traditions, policies and regulations are ingrained in the minds of the recruits. Upon being inducted, they take a pledge of honor, service and sportsmanship.

A discussion of individual and group assignments such as suit attendants, game officials, squad leaders, and team captains, help establish the importance of these services. Required for some of these jobs are examinations and probationary trials. General assignments, which any member can fill, regardless of experience, are also explained to the entire Club.

The meetings are conducted by democratically elected officers, usually leaders of two years' experience, who hand down the policies and traditions with which they are already familiar. The faculty advisor is present to answer questions of policy or regulation.

The activity period is devoted to skills and leadership in physical education work that will later be used in the regular classes. At present, activities such as tumbling, apparatus, commando tactics, dual combat stunts, and competitive sports are being taught with special emphasis upon squad leadership, safety measures, care of equipment, and officiating.

Whenever special group meetings are necessary for officiating clinics, only those who wish to try out are
(Concluded on page 21)

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THE DOUBLE PERIOD GYM PLAN

By Hazel Watrous and Lawrence Gates

Hazel M. Watrous and Lawrence S. Gates, of the physical education department at Stonington, Conn., High School, forward a brief summary of the work they have done in revising their program to meet wartime demands.

PHYSICAL education administrators who would like to install a fuller all-around program to meet the wartime emergency may glean an idea or two from the new setup that will be instituted at Stonington High next fall.

Stonington is a four-year school with an enrollment of approximately 500 students. The gymnasium is of fairly good size, but has no apparatus. Up until this year, the school gym week consisted of 35 forty-minute periods, which were divided between boys and girls. They took physical education three times weekly one semester and twice weekly the other.

In drawing up our wartime program, we were challenged by these obstacles: First, the short periods, which cut down on instruction time; second, the fact that the classes met only twice (or three times) weekly; and, lastly, the inability to devote any time to health education.

Our new program, which goes into effect next fall, clears these obstacles. It schedules the classes in double periods, which gives each group 80 minutes instead of the usual 40. This entails larger classes, but not enough of an increase to cause any difficulties.

The gym will be used by the boys

three days a week—Monday, Wednesday and Friday, and by the girls on Tuesdays and Thursdays. This means that each group will actually have three classes (of double periods) a day, leaving the gym free one period.

On the days it does not take gym, the class will report to the auditorium with its physical education instructor. These periods will be used in one of three ways, namely, health education, instruction and demonstration, or actual participation.

The auditorium-study hall has a large stage which may be used for boxing, wrestling, tumbling, and various forms of the dance. Actual participation will depend upon the weather. From the past year's experience, we've learned that it is possible to work out of doors half the school year. Hence, on off days, we intend to work outdoors whenever the weather permits.

As you see, all classes will meet five times a week. They will have twice as much time as formerly and will also be the beneficiaries of a new course in health education.

The accompanying table will give you a clear idea of the changes we've wrought.

The "L" between the fourth and fifth periods stands for Lunch. Under the old plan, the gym was occupied by the girls during this period. The new arrangement obviates this necessity. It is now a free period. All in all, the new plan embraces nine double periods for the boys and six sessions for the girls.

STONINGTON'S OLD PHYSICAL EDUCATION PLAN

Blocks	Monday	Tuesday	Wednesday	Thursday	Friday
1	Girls	Girls	Girls	Girls	Girls
2	Boys	Boys	Boys	Boys	Boys
3	Girls	Girls	Girls	Girls	Girls
4	Boys	Boys	Boys	Boys	Boys
L	Girls	Girls	Girls	Girls	Girls
5	Boys	Girls	Boys	Girls	Boys
6	Boys	Girls	Boys	Girls	Boys

NEW WARTIME PLAN

1)					
2)	Boys	Girls	Boys	Girls	Boys
3)					
4)	Boys	Girls	Boys	Girls	Boys
L	Free	Free	Free	Free	Free
5)					
6)	Boys	Girls	Boys	Girls	Boys

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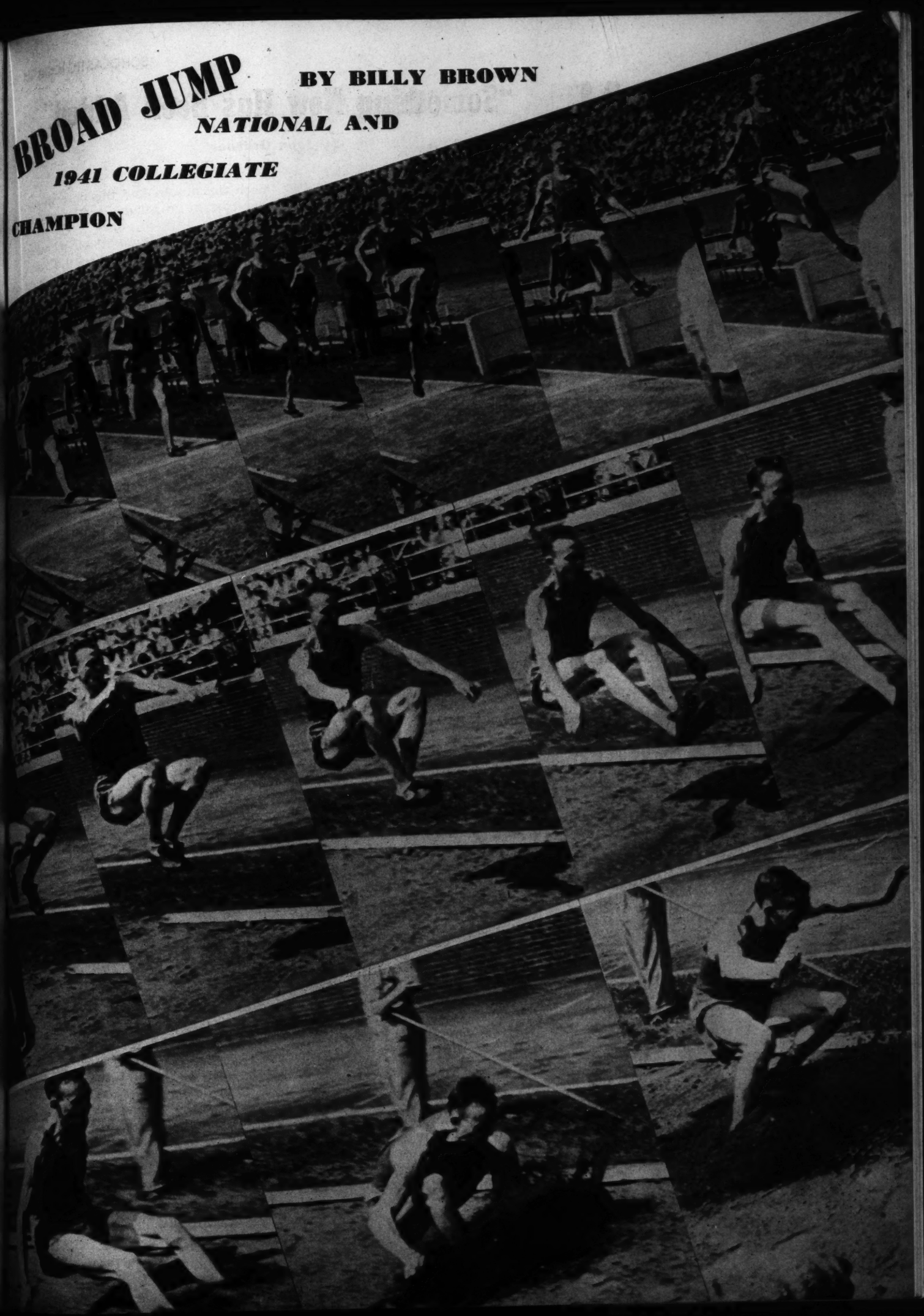
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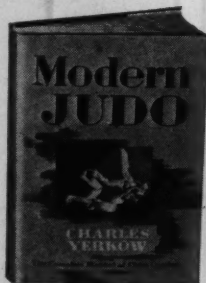
By Charles Yerkow

MANY books on hand-to-hand fighting are based on *tricks*. They assume that your opponent is going to do exactly what you have been taught he SHOULD do. Well, most times he won't! That's when you have to know the *basic principles of modern Judo*—

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390 Photographs

"Something New Has Been Added"

By John Gartner

John Gartner, a high school coach of 16 years' standing, has been Class B football and varsity track coach at Woodrow Wilson High School, Long Beach, Calif., since 1928.

ALL over America this spring, track and field is getting its face lifted. The regular races and events are still being held, with some changes here and there, but something entirely new "has been added"—the military obstacle race. Probably no innovation in recent physical education history has been so avidly received by the majority of our youth.

Most schools have adapted natural barriers and handicaps, but many have gone to considerable expense in erecting obstacles. These courses are, in reality, refined steeplechase setups, with abbreviated distances and increased difficulties.

They are proving of great value in conditioning our boys for military service. Astounding records are being set. Lieutenant-Commander Sam Barry of the St. Mary's Naval Pre-Flight School recently stated that he found it hard to believe the phenomenal progress being made.

He tells of an interesting example at St. Mary's. Gene Littler, erstwhile University of Nebraska quartermiler, about eight months ago set a record of a little more than two minutes which Barry declared would probably never be broken. Since then *hundreds* of young men have negotiated the course in faster time, the present record being one minute and 40 seconds.

California, under the leadership of Verne S. Landreth, has been a leading state in the development of this type of work. Redwood City, Santa Barbara, and Long Beach are some of the cities that have developed extensive programs. At Long Beach, every physically fit high school boy is required to run the entire course three times a week and is timed so that he can keep track of his performances and improvement.

Although commando track work is relatively new, there are some recognized track and field principles that will enable a competitor to better his time. In the running, of course, the old fundamentals of relaxation and breathing are important. Boys must breathe through

both the mouth and the nose in order to take in a sufficient supply of oxygen.

They also discover it is necessary to relax at some point in the race, and to run with an easy, relaxed carriage.

Wall-scaling is one of the most fascinating of the events. Most beginning scalers try to take the wall with a jump; then have to inch laboriously over the top. With practice, however, they find it much easier to leap at the wall with one foot and to place their hands at the top. Then, with a coordinated shove with the leading foot, a pull with both arms and a kick upward with the opposite foot, they can lift the center of gravity to the top. A quick push-off and jackknife drop gets them quickly to the ground ready to continue.

Rope climbing furnishes perhaps the most difficult test. If the strength is there, the boy merely goes up hand over hand. Most boys, however, must use both arms and legs and even then have a bitter struggle.

Technique of rope climb

One point to remember is that excessive swinging of the legs dissipates energy and makes for faulty timing. The neophyte should begin by placing one hand on the rope a comfortable distance up but not as high as he can reach, as this reduces leverage.

The other hand is placed about a foot below. Both arms are then flexed with the chin almost touching the rope. The lower hand is quickly placed about a foot above the top hand and the process repeated. The arm muscles are never fully relaxed and the lift is seldom more than a foot, so that the leverage advantage of a right-angle elbow flex may be maintained.

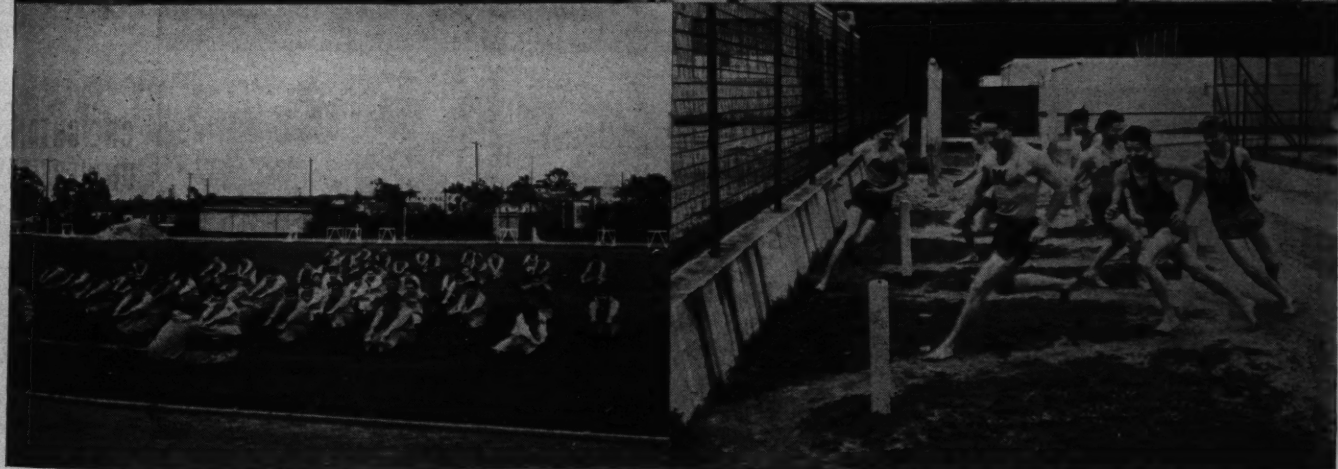
Many boys find that if they use their knees to maintain weight while shifting hands, the job becomes much easier. This method is scorned by the majority who climb with arms alone. When the rope begins swinging, the troubles of the climber are increased. The pull of the arms, the swing of the rope, and the sway of the body can seldom be effectively coordinated.

Relaxation, timing, a sense of balance, and general agility are all

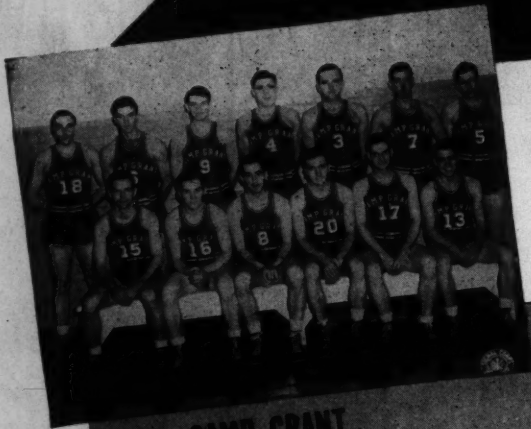
combined in the rest of the events. Crawling through the tunnel is merely an advanced throw-back to the human's first means of locomotion—crawling on the floor as a baby.

The balance beam requires a sense of balance and, again, relaxation. Most boys find that chinning is a mite easier with the under-grip than it is with the over-grip. Practice makes for proficiency here.

The overhead beam as do many of the other events, depends upon arm and shoulder girdle strength.



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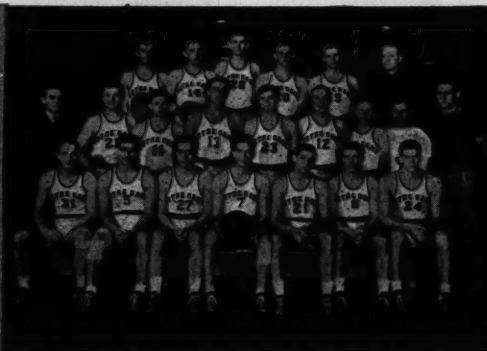
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SIX-MAN RULES CHANGES

By Stephen Epler

Stephen Epler, daddy of six-man football and co-editor of the official rules book, is dean of men at Southern Oregon College of Education.

SIX-MAN football is entering its tenth season. From its humble beginning in 1934, the game has spread to every part of the nation. It is now the fall interscholastic sport of over 2000 schools, and figures prominently in intramural, recreational and military sports programs.

The National Six-Man Football Rules Committee, a standing committee of the National Federation, made several important changes in the rules this year: (1) The center of the three-yard line was made the spot for the try after touchdown; (2) neck tackling was illegalized by including it under unnecessary roughness; (3) the 30-yard line was made the spot for the kick-off after safety; and (4) field goals were legalized on all kick-offs.

The 1943 changes in the eleven-man code also apply to the six-man game. Thus, intentional incompleteness of a forward pass is now an illegal pass with a five instead of a fifteen-yard penalty; and all snap infractions, except off-side, will henceforth entail the same penalty (five yards and ball remains dead).

The six-man rules have made much progress toward a simpler and more intelligible set of rules. The rarely used fair catch and return kick have both been eliminated. Now all kick-offs (free-kicks) whether at the start of a half or after a touchdown, field goal or safety are covered by the same rules. All start from the 30-yard line. If the kicker can boot the ball far and accurately enough, he can score four points (a field goal). But not many field goals will be scored in this fashion, as few players, even in college, can put a ball over the crossbar from sixty yards.

One of the most frequent penalties in six-man is provoked through breaking the required clear pass rule on running plays. The penalty has been changed from loss of down to five yards with down remaining the same. This change makes the penalty uniform with similar illegal acts.

The kicking game has been encouraged in past years by modifications such as the nine-foot crossbar (instead of the ten as in eleven-man), the 25-foot width of the goal

posts (which is six and a half feet greater than in eleven-man), and the awarding of four instead of three points for field goals and of two points instead of one for tries after touchdown made by kick.

The change which brings the try to the center of the three-yard strip (instead of the two) will undoubtedly encourage more kicking, as the additional yardage will work a greater hardship on running plays. A three-yard distance on the try is one-fifth of 15 yards, the distance required in six-man to be made in four downs. This makes the ratio the same as in eleven-man which requires two yards and ten yards respectively.

The new rules will further discourage neck tackling by specifically mentioning it under unnecessary roughness. Profanity is now included under "unsportsmanlike con-

duct" and is to be penalized as such. Several items were suggested by the Committee for further experimentation. Among these was the elimination of intentional incompleteness of forward passes. In six-man the ball must go beyond the line to be called a forward pass. The danger of interception may be penalty enough.

Revised penalty distances will also be tested experimentally. The five and fifteen yard distances are arbitrarily set. Should all penalties be five yards, should some now set at fifteen be changed to five or ten, or should they stand as they are? Further experimentation will answer.

Another experimental plan would permit all officials to use a whistle to kill the ball. It is believed this would aid game administration. A snap infraction, which kills the ball, might be missed by the referee but observed by the headlinesman. If he were allowed to use a whistle he could kill the play as the rules require.

SIX-MAN SIGNAL SYSTEM

By John A. Quade

ASIDE from the teaching of fundamentals, one of the most difficult problems confronting the beginning six-man coach is that of numbering the plays in a fashion that leaves no doubt in any boy's mind as to the formation to be used, which player will handle the ball, and where the play will go.

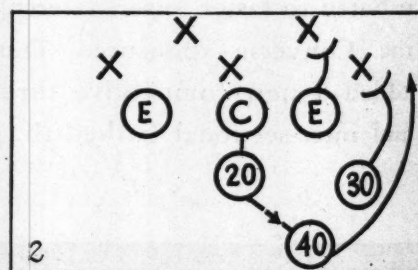
My basic formation is a single wing with a balanced line and the three backs occupying the positions shown in **Diag. 1**. To facilitate the calling of signals and to allow the backs to shift positions at will, each player is assigned a number. The quarterback is 20, the halfback 30, and the fullback 40.

For running plays the holes in the line are numbered, even numbers (2-4-6) to the right of center and odd (1-3-5) to the left.

On straight running plays, the

signal caller barks his commands in three parts which connote: (1) the formation to be used, (2) the players who will handle the ball, and (3) the hole through which the play will go.

A typical signal (**Diag. 2**) might be as follows:

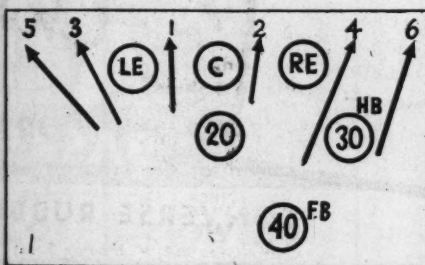


"Single wing to the right.

20-40

Number 6."

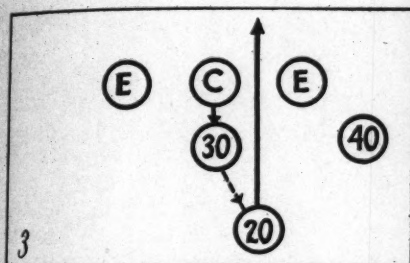
When the players come out of the huddle, they assume a single wing with the wingback on the right. The center delivers the snap to 20 who passes the ball back to 40. Since there was no mention of 30 in the signal, this back knows that he is a blocker not a ball-handler on the play. Therefore he goes to the wingback position. "Number 6" refers to the hole



through which the play will go.

The backs need not assume the same positions on every play. If they do, you will find the same boys handling the ball and one or two players doing most of the carrying.

The system is flexible enough to allow any back to occupy any position. In other words, the players may rotate their positions at will. The quarterback makes the changes in the huddle. A switch play is shown in **Diag. 3**. The play would be called in this fashion:

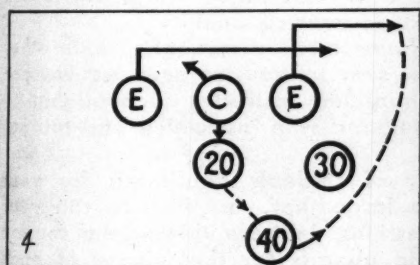


"Single wing to the right.
30—20

Number 2."

It may be seen, then, that the backs may alternate positions on any play. A substitute back takes the same number as the back he replaces.

The same idea is followed in calling pass plays. The only difference is that if a lineman is to receive the pass he must get his cue from the number of the play. Our pass plays are in the 80 series. One of these (**Diag. 4**) goes this way:



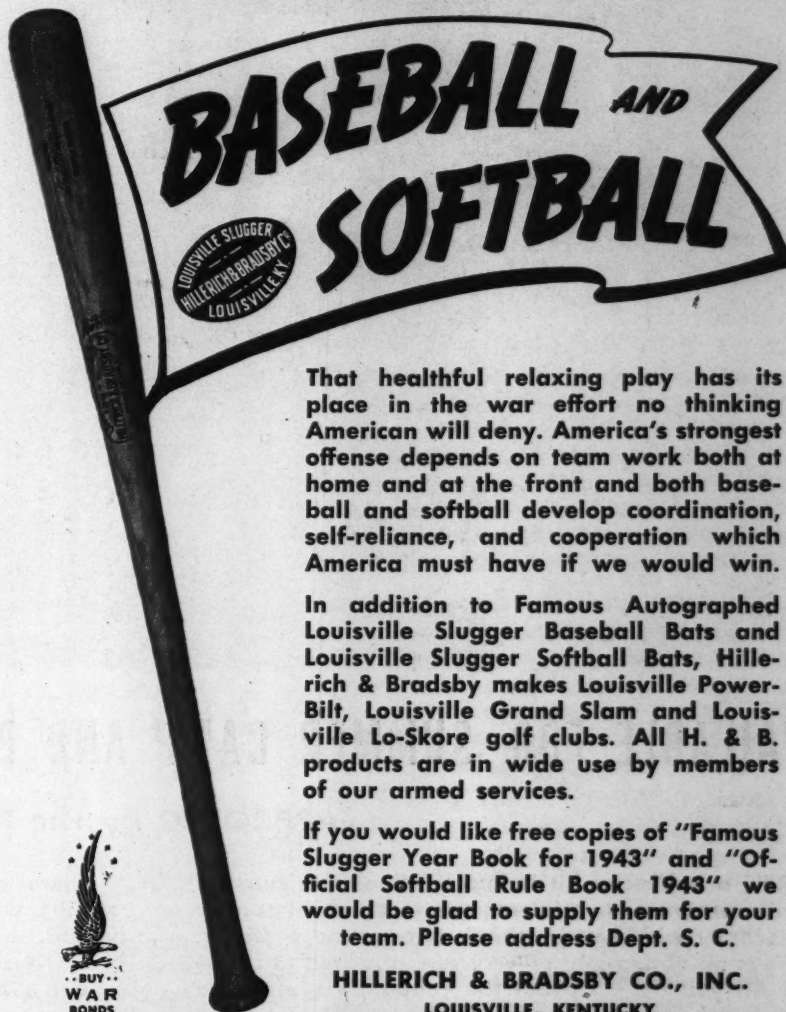
"Single wing to the right.
20—40.

Number 84."

The ball is passed to 20 and then relayed to 40 who fades back to throw the pass. On hearing the number 84, the ends know it is a long pass to the right end. The latter runs straight down the field and then cuts to the right.

Any type of play, including spinners, reverses, spreads, etc., may be worked from any formation with this system. It is particularly adaptable to a game in which every player may be taught to handle and carry the ball.

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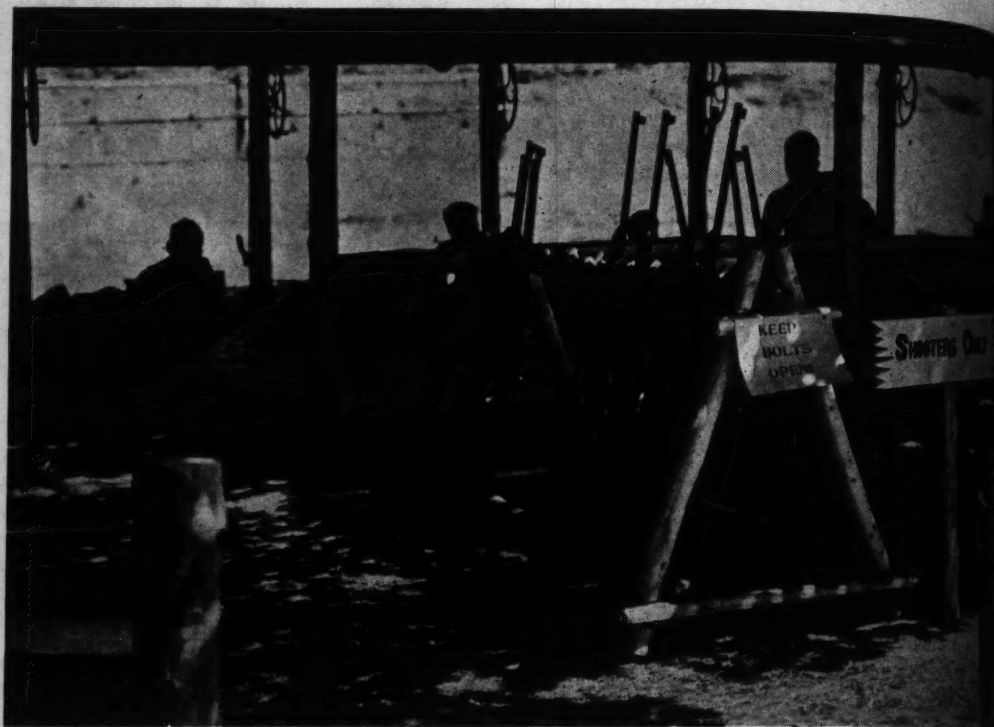
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There may be a qualified instructor in your community who is not a member of your staff. If you would be interested in having such a person supervise your tournament, indicate this in the coupon and the National Rifle Association will check to see if one is available in your community.

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Gym Leaders

(Continued from page 11)

required to attend. Those who pass a competitive written and practical test are put on an approved list of officials.

Throughout the leadership training program, the faculty sponsor strives to instill a spirit of unselfishness and sportsmanship, with emphasis on giving everybody a fair deal. If he can attain this one objective, he has put across the basic foundation of true leadership.

The importance of accurate details and careful routine work are continually stressed. Daily reading of the bulletin-board notices, care of identification pins, attention to safety regulations, use of equipment, and practice of sanitation are some of the regular responsibilities of the leaders. We have used a competitive method of marking to stimulate their attention to these routine duties.

The boys are marked as follows:

1. After-school work (assigned or volunteered)—one point each half hour. If an assignee does not report for a chore, the job is given to a volunteer.
2. Pin attendants (distribution and collection of leaders' pins)—one point a day.
3. Club absence, pin delinquency, or intramural absence—one demerit.
4. Failure to dispatch an after-school assignment—four demerits.

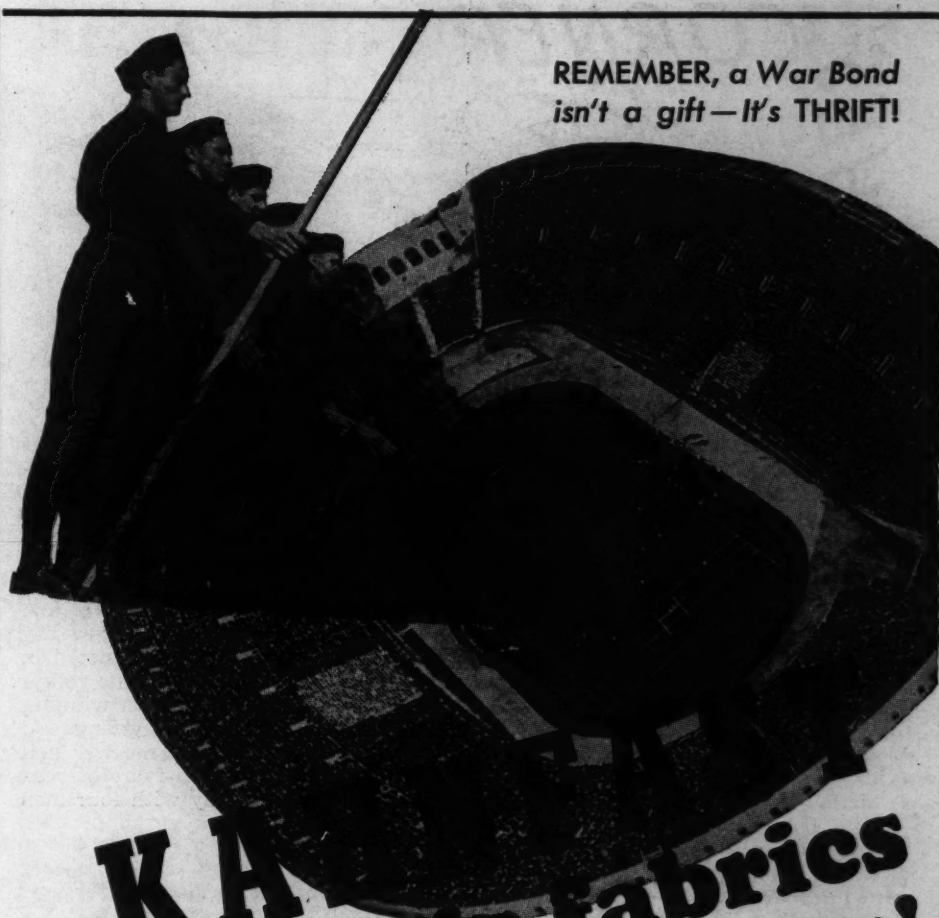
Legal absence from school does not affect this scoring. The daily assignments are outlined on the bulletin board.

As an incentive for continued service, the best leaders of the week, as shown by a daily service score sheet, are named and recognized in club meetings. These boys are presented with free tickets to sports contests.

A progressive system of awards acknowledges protracted service. A blue star on a leader's jersey signifies a half year of satisfactory accomplishment. For two years a sweater emblem is presented; for three years, a sports banner.

The benefits of such training can only be realized when the program is seen in action. To the student it engenders a new self-confidence and the attainment of the respect of his fellow students.

For the instructor, satisfaction is two-fold; first, that of leadership development and, second, that of greater efficiency in the administration of class activities.

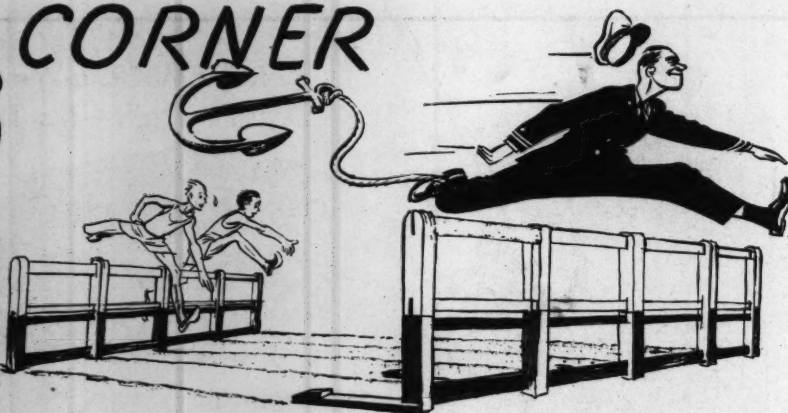


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COACHES' CORNER



If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

We are very happy to retract our claim that \$1,707 (in war bonds) was the highest price ever paid for a basketball. Here are the three letters we received in rapid succession:

L. M. Tobin, director of athletic publicity, University of Illinois: "Miss Margie Bitzer, a junior, bid \$12,100 for a basketball autographed by Coach Doug Mills and the Whiz Kids."

Mr. M. H. Miller, of Lowe & Campbell: "The basketball used in the game between Sharon and Farrell, both of Pennsylvania, was auctioned off to a Sharon rooter for \$54,000."

Coach R. L. Gersmehl, Concordia College, Fort Wayne, Ind.: "One of our local business outfits laid out a cool \$172,000 for the ball used in the state championship game, which was won by Central High, of our city."

That certainly must be the record! But we'd love to be wrong about it.

We have seen this in print a couple of times, but it is one of those classics that withstand the test of time. Out at the Iowa Pre-flight School a cadet stumbled while his squad was out on the track and cracked his head against the curbing. First aid was in order, but as he lay there waiting to be picked up, another cadet ran past and yelled at him, "Well, don't just lie there. Do some push-ups or something!"

Honors for the outstanding performance at the annual Texas Relays this year was won by a high school boy—Dewitt Coulter, of The Masonic Home and School of Fort Worth, Tex., who set a new national scholastic record by heaving the shot 59 ft. 1½ in., bettering Elwyn Dees 13-year-old mark by 3½ in. Coulter is coached by Charles Romine.



Coach Jess Meyers' tracksters at Lanier High School in West Alexandria, Ohio, broke two relay records on the same day in two different states. In the afternoon, his mile relay team broke the county record in the county meet at Earlham College, Richmond, Ind. At the close of the meet, the team journeyed seventy miles to Lockland, Ohio, competed in the Annual Lockland night relays and broke another record in winning the two mile relay. Traveling 143 miles, attending two meets, and breaking two records in two different states on the same day with four men is quite a task for a group of high school boys.

It may be that the lake water acts as a tonic for the eyes and nerves, but the fact remains that Evanston, Ill., produces more than its quota of first-class riflemen. Annually the high school rifle team is one of the best in the Midlands and now Northwestern University's Naval R.O.T.C. Rifle Team has come up with a national championship. The record: 23 straight victories against the nation's best; 35,828 points out of a possible 37,000 against a combined opponents' total of 31,802. Brother, that's shootin'! Every member of the team is from Evanston: Gayle Wood, Jim Davidson, Mitchell Rieger, and George Tetlow. Rieger was high man for the season with 5,582 points.

Coach Charles Swikel of Kelvyn Park High, Chicago, is proud of the Wakefields, four of whom he has had on his baseball teams. Dick, after three years at Michigan, is now with Detroit; Bob, rated as good as Dick if not better, spent two years at Illinois before reporting for active duty with the Marines; Jack, the oldest brother, now a lieutenant in the Army, had a .300 average while he was at Kelvyn Park; and Jimmy, the youngest of the clan, is now one of

the high school's catchers. Incidentally the boys come by their baseball talent naturally. Their dad played for Cleveland and Washington back in 1906-1907.

Advance notices from the spring training sessions at Tilden Tech, Chicago, tell of the prowess of a fifteen-year-old, 180-pound replacement for the brilliant Eddie Uvodich who led the Blue Devils to the City League football championship last fall. The newcomer's name, according to Coach Chuck Harvey, who ought to know, is Mike Swistowicz. Won't the sports writers have a picnic rolling that one out of their typewriters! "Smashing Swistowicz swishes seventy to score."

The Navy really keeps the boys in shape. When Lt. John Drew, former Marquette University track star, who is one of the survivors of the U.S.S. Lexington, came home on leave, he entered seven events in an alumni track meet against Marquette University High. He won them all: 100, 200, high hurdles, low hurdles, broad jump, high jump, and shot put.

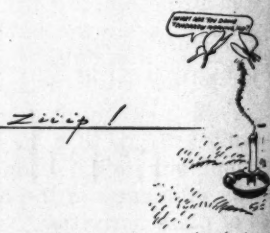
One of the most promising young high jumpers in the Midwest since the record smashing days of Dwight Edleman of Centralia is Bob Hampton, fifteen-year-old sophomore of Evanston, Ill., who consistently jumps close to the six-foot mark.



There just aren't going to be any over-the-fence home runs on the practice field used by the Hartford Club of the Eastern League. The left field fence is approximately two miles from the plate; the short right field wall is a mile and a half away, while the center field fence is an even four miles! All this and the balata pellet, too.

We are not quite sure of our statistics, but we believe this is the tenth year we have been cuddling in *Coaches' Corner*. We have enjoyed every minute of it. And we salute you readers and contributors who have made this possible. See you in the fall.

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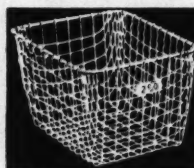
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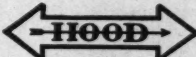
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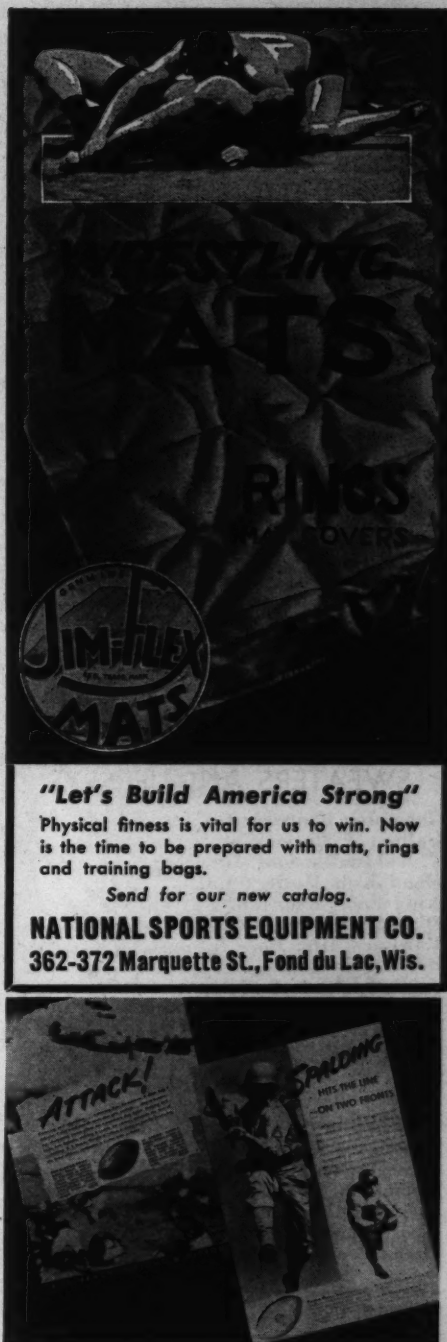
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SCHOLASTIC COACH MASTER COUPON

After checking carefully items desired, this coupon may be sent directly to Scholastic Coach advertising department, 220 East 42nd Street, New York, N. Y., from which point the advertiser will be notified of the request.

ALCOHOL EDUCATION

☐ Glenn Cunningham Poster

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CONVERSE RUBBER (16-17)

☐ Dunkel Basketball Summary

DENVER CHEMICAL (23)

☐ Handbook, "Athletic Injuries"

P. GOLDSMITH SONS (6)

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HILLERICH & BRADSBY (19)

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HUNTINGTON LABS. (4)

☐ New Basketball Coaches' Digest

KAHNFAST ATHLETIC FABRICS (21)

☐ Swatches, Twill-Satins

LINEN THREAD

(Inside Front Cover)

☐ Catalog on Sports Nets

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 32 OPPOSITE THIS SPACE ARE
OTHER LISTINGS AND FORM FOR SIGNATURE

B FOR BOOKS...and VICTORY

MODERN warfare hits the human body with a terrific impact. On desert sand, arctic tundra, in dense jungle, in the air and on the ocean, it is carried on with savage force. Man is subjected to a staggering amount of stress and strain.

To meet these physiological demands, our schools have launched the most intensive physical fitness program in the history of education. This program calls for, first, a great increase in the daily hours allocated to physical education; second, the redirection of the curriculum to stress sports for all; and, third, a new emphasis on "toughening" activities.

The latter idea has been borrowed from the military programs. It is generally agreed that our athletic programs have developed mental alertness, agility, initiative, and a sporting instinct possibly superior to that of our enemies. But there is little doubt that their youth are stronger, tougher and steeped in a fanatic nationalism that drives

them into ruthless methods of total warfare.

Our mission, then, it would seem, is to train our youth to be stronger and tougher, both physically and mentally. The military is undertaking this task through intensive courses in activities such as boxing, wrestling, football, jiu-jitsu, swimming, and track and field which, while good body builders, also stress some of the realities of warfare.

To many school instructors, these activities represent radical departures from the beaten path. They will need assistance in their teaching plans. With fewer coaching schools this summer because of the transportation difficulties that hinder travel, these instructors will have to look closer to home for source material.

That's where the books come in. There is no better source of information. Every book is a nugget; its value remains constant; it is always there to help you out of a tough spot. You will never be at a loss with a mine of ideas on your shelf.

SCHOLASTIC COACH MASTER COUPON

(See page 31 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

MILITARY SERVICE (14)

☐ Sports Booklist

C. B. MOSBY CO. (32)

☐ Sports Booklist

MOSSBERG & SONS (3)

☐ Guidebook to Rifle Marksmanship

☐ N.R.A. Booklet on How to Organize and Conduct a Shooting Club

NATIONAL SPORTS (29)

☐ Catalogs: Bases, Mats, Rings, Training Bags

O-C MFG. CO. (31)

☐ Information on Non-Elastic Athletic Supporter

OREGON WORSTED (19)

☐ Information on Flying Fleece Yarn Shuttlecock

J. E. PORTER (27)

☐ Catalog on Gymnasium Equipment

SPALDING & BROS. (29)

☐ Catalog

TENNIS TOURNAMENT

☐ Boys' Singles

☐ Girls' Singles

☐ Doubles

U. S. RUBBER

☐ "Physical Fitness" Bulletin How Many for Staff and Student Leaders? (Quantity Limited)

☐ Conservation Poster

WILSON (1)

☐ Catalog

YALE UNIV. PRESS (32)

☐ Information, "How to Be Fit"

Has your school a High School Victory Corps.

NAME POSITION

(Principal, coach, athletic director, physical director)

SCHOOL ENROLLMENT

CITY STATE

No coupon honored unless position is stated

June, 1943

HOW TO BE FIT

by ROBERT KIPHUTH

Director, Gymnasium, Yale Univ.

The Yale coach's new book has over 300 clear photographs illustrating various sets of exercises grouped in lessons, with clear, terse instructions for each exercise. He states just what each move is for and what muscles will be strengthened. This is probably the best book that has ever been written on body-building and it should prove of immense value to both coaches and students. It is a significant contribution to physical education literature.

Foreword by John Kieran

20 Lessons—320 Illustrations—\$2.00

YALE UNIVERSITY PRESS
New Haven, Conn.

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Mr. Teacher, You've Got a Swelled Head These Days . . .



. . . NOT FROM CONCEIT

BUT FROM CONCERN . . .

. . . Concern about a changing world, and your increasingly important job of guiding your boys and girls intelligently through the whirling eddy of war news, and developing in them the agility of mind which they will need to solve postwar problems.

There IS a way to ease this weight of the world off your shoulders. It is to supplement the fine job you are doing with the best teacher-abetting, student-enlightening English and Social Studies classroom magazines available today . . .

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JUNIOR SCHOLASTIC supplies a clarified news review, maps, background material, weekly world geography article, plus a balanced reading program, all written to reach and hold the elusive interest of the younger age group.

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FOR CLASSROOM AND HOME

220 EAST 42nd STREET, NEW YORK 17, N.Y.



Looking toward the FUTURE...

SOME DAY, in the not too distant future, the clouds and smoke of battle will be cleared away, and the boys who have made Victory possible will come home. We hope that they will not be disappointed in what they find. Some will look for their old jobs back—

others will still be young enough to resume their interrupted college careers—and many of them will want to forget the tragedies of war, through participation in their beloved ATHLETICS. *It's our job in the World of Athletics to see that they are not disappointed in us!*

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